

ARTIFICIAL INTELLIGENCE AND LEGAL AWARENESS IN HIGHER EDUCATION: A CASE STUDY OF BCA AND BSC STUDENTS AT GOVERNMENT FIRST GRADE COLLEGE, DEVANAHALLI, BENGALURU RURAL

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ABSTRACT

With the implementation of the National Education Policy (NEP) 2020, technical students at the Government First Grade College (GFGC), Devanahalli, are being exposed to a multidisciplinary approach that goes far beyond their science and computer labs. One of the significant recent additions is the compulsory 50-mark paper on Constitutional and Moral Values, taught to BCA and BSc students during their even semesters. This course aims to fulfil the policy's objective of providing value-based education, transforming students into responsible citizens who understand the legal and moral values of our society. However, the rapid arrival of Artificial Intelligence (AI) has changed how these students approach their studies. AI tools are now in the hands of almost every higher education student, allowing them to summarise complicated constitutional topics and legal concepts in a matter of seconds. This presents a critical question for the faculties and the education system: whether AI is truly helping these students to learn, or is it slowly killing their creative and rational thinking? This paper tries to examine this conflict, on one hand, AI is allowing students to grasp the complex legal aspects of the Indian Constitution in a short span of time. But on the other hand, it raises concerns about whether students are truly relating the moral and ethical values behind these subjects. Are they actually learning to become aware and vigilant citizens, or are they simply relying on quick AI-generated answers just to pass the course? This study looks closely at how BCA and BSc students at GFGC Devanahalli interact with both the Constitution and modern AI tools. It asks whether this blend of technology and policy achieves the true goals of NEP 2020, or if it creates a shortcut that prevents deep and critical thinking.

Keywords: Artificial Intelligence, Constitutional and Moral Values, Critical Thinking, Legal Awareness, Multidisciplinary approach.

INTRODUCTION

The fast growth of artificial intelligence (AI), especially Generative Artificial Intelligence (Gen-AI), in the last few years has brought Higher-Order Thinking (HOT) cultivation to a new level, with the potential to change everything. Since ChatGPT came out in late 2022, Gen-AI has changed the way people, knowledge, and technology interact in a big way, thanks to its advanced natural language processing and multimodal generation abilities. (Arista et al. 2023; Costa et al. 2024). This technology can quickly create a wide range of learning materials, such as text, pictures, and videos. This makes educational content much easier to find and makes learning support more personalized. These kinds of improvements not only give students more ways to explore their minds, but they also change the way education works, moving away from traditional ways of passing on knowledge and toward deep learning that is enhanced by technology. Empirical evidence indicates that Gen-AI possesses significant potential in promoting Higher Order Thinking (HOT). Gen-AI can help people

learn to think critically and solve problems in many different ways by giving them rich, contextualized learning materials. Also, its real-time feedback systems make people think creatively and look for different ways to solve problems. Gen-AI can help learners engage with more complex, higher-order cognitive processes by providing highly interactive and dynamic support. This effectively promotes the systematic development of HOT. (Huang et al. 2024a).

But the use of Gen-AI in education also raises questions. Research shows that too much AI-generated content can impede learners' ability to learn independently and self-regulate (Sun et al. 2025). Algorithmic biases and factual inaccuracy can lead to incorrect judgment and inhibit the development of critical thinking. Scholars also caution that inappropriate use of Gen-AI may limit autonomous exploration, stifle creativity, and raise ethical, privacy, and academic integrity risks (Costa et al. 2024). These issues suggest the need for careful examination of the mechanisms and boundaries of the impact of Gen-AI on HOT. In summary, although some progress has been made in the study of the relationship between Gen-AI and HOT, current findings are still fragmented and inconsistent. Some studies have pointed out the beneficial effects of AI technologies in improving critical thinking, creativity, and problem-solving skills, while others warn about potential cognitive dependency and related risks. Most of the existing research is based on small-scale experiments or case studies, but not integrated transdisciplinary and across multiple contexts, and not sufficiently addressing underlying mechanisms and moderating variables. Hence, it is necessary to adopt the meta-analysis approach to quantitatively integrate the existing empirical evidence, systematically evaluate the overall effects of Gen-AI on HOT, and investigate its underlying mechanisms and boundary conditions, thus providing robust theoretical and evidence-based guidance for educational practice and policy development.

The way India's education system worked in the 19th and 20th centuries was mainly based on separate disciplines. However, with the world becoming more connected, technology advancing rapidly, and unexpected crises like the Covid-19 pandemic, it's become clear that a more multidisciplinary approach to learning is needed in the 21st century. Recognizing this need, the Government of India took a significant step by approving the National Education Policy on July 28, 2020. The main goal of this policy is to make sure everyone has access to good-quality education that is fair and inclusive, and to provide opportunities for people to keep learning throughout their lives. This change is crucial for India's development and for preparing its citizens to face the challenges of the modern world. By adopting a more holistic and flexible approach to education, India aims to equip its students with the skills and knowledge necessary to succeed in an increasingly complex and interconnected world. (MHRD, 2020, p. 3).

The education system has seen significant transformation in the twenty-first century, particularly with the introduction of NEP-2020, which encouraged a multidisciplinary approach to higher education. Students have an excellent opportunity to grow and develop all human capacities when a multidisciplinary approach is explored in higher education. Indian students should be able to enhance their soft skills, professional capacities, vocational skills, and creative ability with the use of a multidisciplinary educational approach. Following a 34-year hiatus from the previous National Policy on Education (1986), the Indian government unveiled the new National Education Policy-2020 (NEP-2020) in July 2020. (revised in 1992).

India's whole educational system has undergone a fundamental transformation with the introduction of the NEP-2020. It offers a thorough, long-term, and reformative road map for

the whole educational system. With the globe on the verge of globalization and technological growth, it works well for the new learning objectives. With the aid of NEP-2020's core principles, such as holistic and multidisciplinary education, conceptual understanding, ethics and human values, critical thinking, creativity, multilingualism, flexibility in subject selection, technology-enhanced learning, unity in diversity, exceptional research, and love for the motherland, the program seeks to develop all human capacities. (MHRD, 2020).

The development of your personality, both inside and outside of the classroom, requires an education system that is all-encompassing. The various areas in which humans develop through education (for example, through their physical, emotional, and moral angles) include multi-faceted aspects of life such as their physical, emotional, moral, and mental well-being, spiritual and social development, the social aspects of their life, and their intellectual aspects.

Good human beings develop habits of rational thinking, creativity, scientific thinking, compassion and empathy toward others, ethics, and constitutionalism, through education. Mahatma Gandhi's quote, mentioning how education will aid all-around development by drawing out the best aspects of human character (e.g., body, mind, spirit), aligns with these areas of development.

Education also plays an integral role in creating individuals who will then contribute to society as a whole by helping to achieve sustainable development from the current environmental, technological, social, and economic crises globally. The majority of educational systems throughout the 19th and 20th centuries in India were considered to be "discipline-based." The emergence of a need for a Multi-disciplinary Method of Education is largely due to globalization, increased technology, and the ongoing pandemic crisis.

As such, it was on July 28, 2020, that the Government of India passed the National Education Policy concerning the urgent need for educational reformation. The Objective of the National Education Policy (2020) is to provide inclusive and equitable quality education and promote lifelong learning opportunities for all people in India. (MHRD, 2020).

PROMOTING MULTIDISCIPLINARY APPROACH IN HIGHER EDUCATION BY NEP 2020

NEP-2020's multidisciplinary approach in higher education represents a significant change in the way higher education is delivered, as it allows students to select subjects of interdisciplinary nature across the disciplines or streams as they prefer to be able to take advantage of the opportunity to develop their creativity, critical thinking, desire for knowledge, leadership qualities, team spirit, ability to self-assess, professionalism, sense of social responsibility, and overall commitment to their chosen area of study. Students can enroll in those areas that interest them, choosing among multiple subjects as well as multiple entry and exit options throughout their undergraduate program. Ultimately, NEP-2020's goal for implementing a multidisciplinary approach in higher education is to "ensure the unity and integrity of all knowledge." (MHRD, 2020, p. 3).

According to a report on the Yash Pal Committee (2009), students (particularly undergraduates) should be given the opportunity to have some exposure to just about every discipline. (Yash Pal, 2009, p. 21).

STATEMENT OF THE PROBLEM

The integration of the Constitutional and Moral Values (CMV) curriculum at the undergraduate level represents a major policy shift under the National Education Policy (NEP) 2020, aimed at breaking down subject walls and fostering multidisciplinary education.

However, this framework faces significant challenges in implementation, particularly when applied to technical and scientific streams such as the Bachelor of Computer Applications (BCA) and Bachelor of Science (BSc) at the Government First Grade College (GFGC), Devanahalli.

The first challenge is the historical separation between technical education and legal awareness. The conventional approach to higher education has been one in which departments of study existed independently, whereby students pursuing streams such as computer programming and sciences focus solely on developing technical skills. For semi-urban areas like Devanahalli, this segregation means that the students enrolled in these courses are primarily first-generation learners who come from agrarian and socioeconomically marginalised families and have had little exposure to concepts related to constitutional rights, social justice, and civic duties. This means that technically educated individuals are introduced into the dynamic workplace with no knowledge of the ethical considerations within their field. The second, more immediate challenge is the dichotomy between the use of modern technology and the development of deep critical thinking. The rapid proliferation of Artificial Intelligence (AI) has drastically altered how students engage with their coursework. With AI tools readily accessible to students, the process of summarizing complicated constitutional statutes, legal concepts, and moral philosophies takes only a few seconds. While this provides rapid access to information, it presents a critical problem for educators: it risks turning the exploration of constitutional and moral values into a superficial exercise. Instead of internalizing the ethical responsibilities of being a citizen and a professional, students may rely on AI-generated shortcuts to merely pass the 50-mark compulsory examination.

Therefore, this research addresses the problem of whether the multidisciplinary inclusion of Constitutional and Moral Values under NEP 2020 is achieving its true objective in the AI era. It investigates whether this blend of technology and policy fosters actual legal and civic awareness among BCA and BSc students at GFGC Devanahalli, or if it creates an environment where quick technological solutions replace genuine creative and rational thinking.

RESEARCH OBJECTIVES

- **To Evaluate Policy Implementation:** To analyse how the National Education Policy (NEP) 2020 framework integrates Constitutional and Moral Values (CMV) into the curriculum of technical and science students (BCA and BSc) at the undergraduate level.
- **To Measure Legal Awareness:** To assess the level of baseline and post-course legal, constitutional, and civic awareness among final-year students at Government First Grade College (GFGC), Devanahalli.
- **To Examine the Influence of AI:** To investigate how students utilize Artificial Intelligence (AI) tools to understand and engage with complex legal and constitutional concepts.
- **To Analyse the Critical Thinking Trade-off:** To determine whether relying on AI tools to comprehend course material enhances learning speed or if it diminishes students' critical, analytical, and rational thinking skills.

- **To Formulate Pedagogical Solutions:** To develop actionable remedial measures and recommendations for educators and institutions to ensure that technology serves as an aid rather than a substitute for deep civic comprehension.

SCOPE OF THE STUDY

1. The research is localized to the Government First Grade College (GFGC) in Devanahalli, Bengaluru Rural district. It captures the socio-economic and educational realities of students living in a semi-urban area that is undergoing rapid industrialization and technological growth.
2. The scope is limited to the first- and second-year students of the Bachelor of Computer Applications (BCA) and Bachelor of Science (BSc) streams. These students are directly exposed to the compulsory CMV curriculum and are active users of generative AI platforms.
3. The research focuses specifically on the intersection between the 50-mark compulsory CMV syllabus, constitutional laws, and the use of AI. It does not evaluate all elements of NEP 2020, but focuses tightly on the balance between legal literacy and the cognitive impact of technological assistance.

RESEARCH METHODOLOGY

This study uses a practical case study approach and secondary sources like journals, newspaper articles, and government official data related to NEP, along with direct feedback from students, to see how the National Education Policy (NEP) 2020 is working on the ground. Because the integration of legal education and generative Artificial Intelligence (AI) is relatively new, it is important to look at how these changes affect students who usually focus only on science or computers. The research aims to understand the legal literacy of students before taking the Constitutional and Moral Values (CMV) course, their learning process using AI tools, and their reflective insights upon completing the course.

1. Study Area Profile: Government First Grade College, Devanahalli

This study was conducted at the Government First Grade College (GFGC) in Devanahalli, Bengaluru Rural District. This location is unique and highly relevant for this study because it sits right next to a fast-growing tech and airport corridor, yet many of our students come from nearby farming and semi-urban backgrounds. Often, these students are the first ones in their families to attend college.

The college serves as an important bridge for social and educational mobility. By looking at GFGC Devanahalli, we can see how government colleges use the new education policy to ensure that students from all economic backgrounds learn about the law and their rights, just like students in big-city universities. It provides an ideal setting to observe how modern technical students interact with traditional constitutional knowledge and digital AI assistance in an environment that is shifting toward multidisciplinary education.

2. Target Demographics: BCA and BSc Student Profiles

The study focuses on first- and second-year undergraduate students from the Bachelor of Computer Applications (BCA) and Bachelor of Science (BSc) streams who are currently enrolled in a compulsory even-semester course on Constitutional and Moral Values. A total of 40 students participated in the feedback and discussion process.

3. Data Collection and Interview Methodology

To capture both the breadth and depth of student experiences with the CMV course and AI tools, this study uses a mixed-methods approach:

1. **In-depth Interviews:** I conducted semi-structured, one-on-one interviews with 40 BCA and BSc students. These interviews focused on how they use AI to summarize legal texts, and whether they felt this increased their critical thinking or served as a shortcut.
2. **Classroom Feedback and Faculty Observations:** I gathered feedback from the students during their regular class discussions on the Indian Constitution.

This mixed-methods design helps build a clear picture of how modern technology and multidisciplinary education are changing the educational landscape for semi-urban students.

THE VALUE OF CONSTITUTIONAL AND MORAL VALUES

The faculties in colleges and universities are the key ingredient in value-based education. Where a faculty respects all its students and treats them equally, it inculcates the concept of equality in them far better than any written text can do. Those faculties that promote dialogue over discipline instill democratic values among students. These are the values that faculty members themselves practice and pass on to children. This necessitates the constant learning of constitutional literacy, gender sensitivity, and inclusive pedagogy by the faculty members. (Education, n.d.)

Colleges and universities need to empower faculty to do more than just teach. Our people need to understand the ideals in our constitution. These ideals are reflected in the preamble, the chapter on fundamental rights, directive principles, and fundamental duties. We must educate our citizens and future generations about these values; otherwise, they may be forgotten. We cannot let citizens remain unaware of these ideals or take them for granted. Dr. B.R. Ambedkar's quote, "Constitution is not a mere lawyers' document, it is a vehicle of Life, and its spirit is always the spirit of the Age," is important to remember. We have seen attacks on our freedom through the manipulation of the Constitution before. Constitutional values are key to preserving the very concept of nationhood for our country. It is these values that protect the beautiful diversity of our society from falling apart. Our country faces many challenges, including unequal regional development, regionalism, language issues, and religion-based problems. Our diversity could easily become a source of conflict. An educated society is more than one that can read and write; it thinks critically and engages in meaningful conversations. A true person believes, asks questions, collaborates with others, and shows care. (Education, n.d.)

EXPLORING THE 50-MARK CONSTITUTIONAL AND MORAL VALUES SYLLABUS

The introduction of the mandatory 50-mark paper on Constitutional and Moral Values (CMV) marks an important shift in higher education under the National Education Policy (NEP) 2020. This course is created for students from all fields, including the Bachelor of Computer Applications (BCA) and Bachelor of Science (BSc) at the Government First Grade College (GFGC), Devanahalli. It takes place during the even semester and aims to provide a well-rounded, value-based education. The curriculum helps students go beyond just technical and scientific training. It introduces them to the basic principles of the Indian Constitution, the Preamble, Fundamental Rights, and Fundamental Duties. By studying these topics,

students gain insight into the legal and moral principles that support Indian democracy, such as justice, liberty, and equality.

For instance, **some of the key topics of Part 1 of the Constitutional and Moral Values paper are:**

- Constitutional Values – Meaning, Nature, Scope, and Relevance.
- Role of Dr. B.R. Ambedkar and Jawaharlal Nehru in the making of the Indian Constitution.
- Fundamental Rights and Duties.
- Directive Principles of State Policy.
- Core values including Sovereignty, Democracy, Republic, Justice, Liberty, Equality, Fraternity, Dignity of the Individual, and Unity and Integrity of the Nation.

Some of the key topics of Part 2 of the Constitutional and Moral Values paper are:

- Reservation Policies for SCs, STs, OBCs, and EWS.
- Protection of Women from Domestic Violence Act, 2005.
- Right to Information Act, 2005.
- The Scheduled Castes and Scheduled Tribes (Prevention of Atrocities) Act, 1989.
- Corruption in India, hate speech by politicians, communal violence, dynastic and caste politics, human rights violations, terrorism and separatist movements, religious and ethnic conflicts.

Based on my interactions with the students, those enrolled in the BSc and BCA programs come from rural backgrounds. Most are first-generation learners pursuing their bachelor's degrees. The number of students with at least one parent holding a bachelor's degree is very low. While all students understand English, many who can speak it choose to stay quiet, often due to shyness and a fear of peer judgment. The students mentioned having some knowledge of basic constitutional provisions, as these were included in their school curriculum. When asked how the Indian Constitution has influenced their lives, many initially relied on AI tools for their answers. However, a few shared genuine, personal insights. Some noted that learning about the Right to Information Act has empowered them to become more aware citizens. Others realized that being able to access public transport at low prices reflects India's identity as a welfare state. One female student shared that the constitutional right to equality prevented her from being forced into early marriage, allowing her to pursue higher education instead. Additionally, some students reflected on how government colleges make higher education accessible and affordable for them.

These classroom conversations reveal a strong connection between basic legal concepts and the everyday experiences of these young learners. When we discuss the Directive Principles of State Policy or Fundamental Rights, it is not just an academic exercise for them; it reflects their own lives and the societal structures they navigate daily. For example, when students talk about free education in government colleges, they recognize the state's role in providing social mobility that would otherwise be out of reach for their families. Furthermore, the young women in the class often express a quiet but firm realization that the constitutional guarantees of equality and protection against exploitation allow them to pursue higher education instead of conforming to traditional domestic roles. During our lectures, I encourage these personal stories over AI-generated definitions, as this builds student

confidence and helps them overcome their hesitation. Bridging the gap between complex legal texts and their real-life experiences is vital if we want to turn them into informed, active citizens who understand the real-world impact of constitutional values in their communities.

STUDENT INTERACTION WITH AI: FAST LEARNING VS. DEEP COMPREHENSION

As technical students engage with this curriculum, their study habits are changing due to the rapid increase in Artificial Intelligence (AI) tools. With generative AI tools easily available on their devices, students can summarize complex legal concepts, court rulings, and moral philosophies in seconds.

For students at GFGC Devanahalli, especially first-generation learners and those from non-English medium schools, these AI tools help break down language and vocabulary barriers. They allow students to simplify complex ideas, helping them understand the basics of the syllabus in a short amount of time.

However, this quick access to information creates a significant educational conflict. The main goal of the Constitutional and Moral Values course is not just to quickly gather facts but to deeply internalize ethical, moral, and constitutional values. It has been noted that relying heavily on AI summaries can lead students to memorize ready-made, AI-generated answers just to pass the 50-mark exam, without grasping the broader social and moral context of the law.

This raises an important question about the effectiveness of modern study methods: does the use of AI enhance intellectual growth, or does it hinder deep, critical, and rational thinking? The struggle between efficient learning and the slower, thoughtful process of critical reflection is a key challenge in today's multidisciplinary education in the digital age.

INTERSECTING CONSTITUTIONAL RIGHTS WITH DIGITAL TECHNOLOGY

The intersection of the Constitutional and Moral Values (CMV) curriculum with technical and scientific disciplines is most evident in the analysis of contemporary students' interactions with the digital realm. Students in the Bachelor of Computer Applications (BCA) program will become software developers, data analysts, and IT professionals. They need to know the legal and constitutional limits of their work, not just the code and logic of computers.

Digital Privacy and the Right to Life

In a time when applications are based on data, students look at how Article 21 of the Indian Constitution's Right to Privacy applies to the collection, storage, and processing of user data in the tech industry.

Data Ethics: When BCA students make software or mobile apps, they learn that collecting data isn't just a technical task; it also affects people's privacy and dignity.

Cyber Laws: Knowing the difference between private and public data can help stop people from tracking you without your permission, stealing your data, or using your information in the wrong way in a connected business world.

SCIENTIFIC TEMPER, HUMANISM, AND THE SCIENCES

For Bachelor of Science (BSc) students, the curriculum combines constitutional duties with scientific education. The Indian Constitution (Article 51A) states that every citizen has the

fundamental duty to develop a 'scientific temper, humanism, and the spirit of inquiry and reform'.

- **Combating Misinformation:** With the rapid spread of digital platforms, students learn the importance of using evidence to combat superstition, digital fraud, and misinformation on social media and online forums.
- **Social Responsibility:** The curriculum encourages science students to think about how their lab experiments, research data, and technological innovations have significant moral, ethical, and environmental impacts on local communities.

By connecting technical logic with constitutional values, students at the Government First Grade College, Devanahalli, are trained to consider the social effects of their innovations. They learn to see their fields, whether computer programming or the physical and biological sciences, as connected to society. These fields should serve the public good and uphold democratic values.

Despite these practical benefits, the use of AI tools presents a major challenge for educators. The main goal of this multidisciplinary course is not just to help students memorize facts for exams, but to help them internalize the moral, ethical, and civic values that are expected from an aware citizen.

- **Superficial Retrieval vs. Internalization:** Educators notice that students may rely on pre-packaged, AI-generated answers, which can skip the slow, thoughtful process of reading primary texts and developing personal viewpoints.
- **Loss of Critical Thinking:** When students rely entirely on AI summaries, they miss out on the chance to debate, question, and understand the social context of constitutional laws.

This creates a clear conflict between quick learning and deep understanding. While technology can speed up a student's reading, it can also result in a shallow grasp of important legal concepts. To avoid shortcuts, instructors at GFGC Devanahalli must design activities that challenge students to assess, critique, and apply constitutional principles on their own. This ensures that learning about the Constitution serves as a foundation for critical thinking rather than just a mechanical task.

CASE STUDY ANALYSIS

Socio-Economic and Semi-Urban Context of Bengaluru Rural

The socio-economic landscape of the Bengaluru Rural district, specifically the Devanahalli region, introduces unique considerations for higher education and technological literacy. As an outer corridor undergoing rapid industrialization and technological development, the area exhibits a mix of agrarian economies and newly established technical infrastructure. At the Government First Grade College (GFGC), Devanahalli, a significant proportion of the student body consists of first-generation learners from rural backgrounds whose educational pathways have previously been structured by traditional and exam-oriented learning methods.

For these students, the transition from conventional disciplinary study to the multidisciplinary model mandated by the NEP 2020 requires navigating both economic disparities and socio-cultural boundaries. The inclusion of the compulsory Constitutional and Moral Values (CMV) curriculum serves as an important structural bridge. It seeks to provide these learners with the same civic and legal awareness traditionally accessible only to more affluent institutions in metropolitan centers. However, the economic reality of the student

demographic often restricts home access to premium digital resources, causing students to rely heavily on shared, publicly accessible generative AI platforms to complete their assignments and comprehend complex course material.

QUALITATIVE FEEDBACK: INTERVIEWS WITH BCA AND BSC STUDENTS

To understand the practical impact of the CMV curriculum, semi-structured interviews were conducted with 40 BCA and BSc students. The interviews revealed a distinct dichotomy in how students perceive the utility of the curriculum compared to their usage of AI tools for rapid study.

- **BCA Students and Digital Privacy:** The majority of BCA respondents (8 out of 15) indicated that while they understood the theoretical importance of Article 21 (Right to Privacy), their application of the principle to digital systems was heavily mediated by AI tools. When asked to analyse data protection frameworks, respondents noted that they used AI to generate case examples rather than consulting original legal statutes or journals.
- **BSc Students and Scientific Temper:** BSc respondents acknowledged that the module on Fundamental Duties (Article 51A) provided a valuable framework for evaluating misinformation and superstition in the digital sphere. However, 5 out of 7 BSc students stated they utilized AI summaries to prepare for the 50-mark exam, which they admitted reduced their retention of the ethical principles discussed in the classroom.
- **Comprehension vs. Rote Retrieval:** While all 15 interviewed students recognized that AI assisted in reducing language barriers and increasing reading speed, 11 students stated that the use of pre-packaged AI answers diminished their ability to discuss the legal concepts in their own words, running contrary to the core analytical objectives of the policy.

REMEDIAL MEASURES AND SOLUTIONS

Balancing AI Use with Critical Thinking Protocols

To ensure that the multidisciplinary objectives of the National Education Policy (NEP) 2020 are not compromised by the rapid adoption of digital shortcuts, educational institutions must implement protocols that balance technology use with critical reflection. In the context of the Constitutional and Moral Values (CMV) course at the Government First Grade College (GFGC), Devanahalli, students require guidance to transition from passive consumers of AI-generated content to active, critical thinkers.

- **AI as an Analytical Aid:** Instead of using generative Artificial Intelligence (AI) to retrieve pre-packaged definitions of fundamental rights, students should be trained to use these tools for brainstorming or comparative analysis of legal case studies.
- **Reflection and Original Argumentation:** Protocols should require students to supplement any AI-assisted research with a section containing personal reflections, local community observations, and alternative perspectives.
- **Classroom Debates:** Integrating regular classroom discussions and debates on constitutional duties forces students to process the ethical and moral dimensions of the subject using their own rationale.

SUMMARY

The integration of the Constitutional and Moral Values (CMV) curriculum into undergraduate technical streams (BCA and BSc) at the Government First Grade College (GFGC), Devanahalli, fulfils the National Education Policy (NEP) 2020 objective of providing a multidisciplinary, value-based education. The study demonstrates that teaching these subjects helps introduce essential legal and constitutional literacy to students in semi-urban and rural areas. However, the rapid adoption of generative Artificial Intelligence (AI) tools introduces a significant pedagogical challenge. While these digital tools help students overcome language and vocabulary barriers, they are increasingly used to summarize complex legal concepts in seconds. The findings indicate that an over-reliance on AI-generated content can lead to superficial learning and metacognitive laziness, replacing deep, rational thinking with rapid information retrieval.

The ultimate success of the NEP 2020 framework relies on transforming technical students into socially responsible, legally aware ‘citizen-professionals’. The study reveals a tension between the efficiency of AI and the slow, necessary process of internalizing civic and moral values. If students rely entirely on AI summaries to pass assessments, the true purpose of multidisciplinary education is lost.

To overcome this challenge, higher education institutions must redesign their pedagogical approaches. As observed during the study, instructors must shift away from descriptive, memory-based evaluations and adopt innovative assessment criteria, such as project-based assignments, open-book examinations, and viva-voce tests. These methods test the practical application of values rather than the rote memorization of AI-generated summaries. Furthermore, connecting constitutional rights with the lived experiences of students, such as understanding the Right to Information Act or welfare state provisions, can bridge the gap between abstract legal principles and local semi-urban realities.

Faculty members play an indispensable role in this transformation, as their own conduct and engagement set the standard for value-based learning. By fostering inclusive discussions and encouraging students to reflect on their own lives, educators can counter the historical isolation of technical disciplines. Ultimately, technology should not be abandoned, but reframed as a collaborative discussion starter rather than an uncritical shortcut. The integration of value-based education, when supported by balanced AI-use protocols and active civic engagement, ensures that professional graduates are fully prepared to contribute positively to a democratic, technological society.

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